

## Key Principles of WIOA

Presented by Nevada State Adult Ed Director Brad Deeds at December NAE Directors' Meeting

### Program Alignment

Unified strategic planning across core programs

Enhances role of State and Local Workforce Development Boards in developing and implementing a Unified State Plan

### Increased Accountability

Establishment of common measurers across core programs

Increases accountability and transparency through reporting and evaluations

### Enhanced Service Delivery

Promotes engagement of employers and alignment of education and training activities through career pathways

Strengthens partnerships and investments in one stop delivery system

## Closing the Gap

If the United States were able to close the educational achievement gaps between native-born white children and black and Hispanic children, the U.S. Economy would be 5.8% or nearly \$2.3 trillion larger in 2050. The cumulative increase in GDP from 2014 to 2050 would amount to \$20.4 trillion or an average of \$551 billion per year.

From *"The Economic Benefits of Closing the Achievement Gap"* by Robert Lynch and Patrick Oakford published by the Center for American Progress.



# Gearing up for the Key English Language Arts Instructional Shifts

By Nevada State Leadership Professional Development Coordinator Diana McIntyre

The ability to read complex text has been determined to be the greatest predictor of a student's career success according to American College Testing (ACT).

*Shift 1-Text Complexity: Regular practice with complex text and its academic language.* All students must be exposed to complex text and its academic language regardless of their reading ability through close reading of a passage, read aloud, shared reading, independent reading, multiple exposures to text, providing sequences of text, and reading for a variety of purposes both fiction and nonfiction.



*Shift 2-Evidence: Reading, writing, speaking (and listening) grounded in evidence from text, both literary and informational.* Text-based activities require teachers to engage students with focused, open ended, higher-order questions requiring learners to return to text to carefully gather evidence for the answer. The text or passage is now the main focus of a close read. Previous practices involved asking surface comprehension questions that students answered mostly from memory or opinion.

*Shift 3-Knowledge: Building knowledge through content-rich nonfiction.* The vast majority of required reading for college and career is non-fiction. The CCRS support learners in with reading across the curriculum: history, social studies, science, technical subjects, and the arts. Generally, informational text is more challenging for students to read than narrative text, and Adult Basic Education (ABE) students should be reading much more informational text than fiction. Nonfiction texts become a steadfast vehicle for absorbing and comprehending content as students construct knowledge through the close reading of a variety of text materials.



## Update on Next Steps Conference at CSN

By Program Specialist Brianna Washington

On October 25, 2014 the College of Southern Nevada's Division of Workforce and Economic Development hosted its 2<sup>nd</sup> semi-annual Next Steps conference on the West Charleston Campus. This student conference was designed to highlight career pathways and assist students in bridging the gap between noncredit and credit bearing classes. Brianna Washington, Project Specialist with the Adult Literacy and Language Program, partnered with Kimiko

Walton, Director of Recruitment at the West Charleston Campus, to produce the event.

Welcoming over 80 students to the conference with his opening remarks, College of Southern Nevada's Senior Associate Vice President Dan Gouker addressed the attendees. Current CSN Student Body President William McCurdy II shared his academic journey which started with HSE classes before taking next steps to credit bearing coursework.

In main sessions, the CSN recruitment team walked students through the steps required to transition from English as a Second Language (ESL) and High School Equivalency (HSE) classes to pathways that result in certificates as well as college degrees. Furthermore, students learned about academic advising and financial aid to help them reach their academic goals.

In addition students attended breakout sessions, gathering information about additional programs offered within the Division of Workforce and Economic Development. Representatives from various programs presented information during these sessions including: Home Care Aide, Health Care Program, WorkKeys assessment and the National Career Readiness Certificate, UNLV's TRiO services and CSN's Career Service Center. Poster board resource tables provided pathways to pre-apprenticeship training programs and job training opportunities available at CSN. Students networked with instructors, administrators and resource specialists as well as the Adult Literacy and Language Student Advisor during the conference.

Within days, next steps were taken by attendees. These steps resulted in acceptance in programs within the college including Facilities Maintenance and Operations Training, Home Care Aide Training and the Apprenticeship Preparation Training Program.

# A Quick Glimpse at Zombie Math

By Lead Teacher and Coordinator Carol King with the Lyon County Adult Education Programs



When students' gifts tend toward words or the visual arts, they can often struggle with the linear, number theory thinking needed for Algebra. Student's whose strength is in seeing personal relationships need an emotional reason for the process. One way to help these students overcome the perception gap is with stories. Stories, like training wheels, help them to steer their thoughts in the right direction.

Zombie Math tells a story of what is happening in an algebraic problem. Letters are zombies, and no number wants to be eaten by the zombies so it runs away to the side of the problem that doesn't have a zombie. The number runs away across the bridge (=) by doing the opposite math. In the problem  $X+3 = 10$ , the three wishes to escape to the side with the 10. To cross the bridge (=) the three has to do the opposite math, so the problem becomes  $X = 10 - 3$ . Students usually quickly see that  $X=7$  is the result. Sometimes students note that the three, being infected with zombie germs, destroys part of the ten causing  $X=7$ . (That is when you really know you have a student who sees information in terms of personal relationships/stories.) In division the number would multiply on the other side ( $x/5=7$  becomes  $x = 7*5$ ) and in multiplication the number divides ( $3*c=21$  becomes  $c = 21/3$ ). Multi-step problems build on the structure of the Zombie stereotype. Somehow when a zombie is next to you cannot get away until the last second. The variable as a divisor is a more complicated story and takes more skills, but it is the same story of running away from the unknown.

For students who don't like Zombie movies or don't watch them I just change the Zombies into dangerous strangers, as in the "Stranger Danger" lessons we were taught as kids. Give story telling a try; the gains for students might surprise you.

## Calendar of Key Adult Education Conferences

**What:** ACT State Organization 2015 Annual Conference, Feb. 6, 2015, Reno, NV  
**Contact:** [www.act.org/events/NV2015](http://www.act.org/events/NV2015)



**What:** PAACE (Pennsylvania Association for Adult Continuing Education), March 9-11, 2015, State College, PA  
**Contact:** [www.paacesite.org](http://www.paacesite.org)

**What:** CASAS National Summer Institute, June 23-25, San Diego, CA  
**Contact:** [www.casas.org](http://www.casas.org)

### Input, please!

Your suggestions for stories are welcome. Please contact Susan Robinson with suggestions, ideas, and input for the newsletter at [director@nnlc.org](mailto:director@nnlc.org), or call (775) 356-1007. Nevada Connections is on the web at <http://nvedu.org/nc>.



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## **Catholic Charities Transitions Refugees Into Jobs**

Catholic Charities of Southern Nevada (CCSN) is one of the oldest and largest non-profits in Nevada. CCSN provides help and hope to people in need regardless of race, religion, or creed. Within 20 unique programs that CCSN offers is the English Language Program (ELP). Since 1975, CCSN has been teaching English language skills that empower its students to acculturate to life in the United States and lead self-sufficient, independent lives.

The ELP's students are truly unique as 80% of them are newly-arrived refugees coming primarily from Cuba, Iraq, Iran, Somalia, and Afghanistan. The remaining 20% is comprised of immigrants within the community who have typically been in the U.S. for a few years. For many of the students, the goal is to acquire employment as quickly as possible. For that reason, the ELP Instructors focus on "survival" English and vocabulary related to job-readiness.

The ELP employs six full-time instructors all of whom have extensive experience in teaching. In addition, the program will frequently partner with community agencies such as the police department, department of motor vehicles, and banks to ensure students have access to real-world information as it relates to their new life in the United States. Through the passion of the instructors, partnership of the community, and hard work of the students, CCSN has consistently produced high outcomes.



**The secret of getting ahead is getting started. Mark Twain**